

6 month reporting date 02/11/06 X
12 month reporting date 08/11/06 received 5/02/06
closed 5/02/06

Rosholt School District Improvement Plan/Progress Report Form

Principle: 1 General Supervision

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:17:03. Annual report of children served. In its annual report of children served, the district shall indicate the following: The number of children with disabilities receiving special education and related services on December 1 of that school year.

Through file review and interview with administration and staff, the monitoring team concluded the district's 2003 child count included the names of 10 kindergarten students who were not students with a disability. The district indicated the students were not students with a disability and they had never been evaluated for the purpose of determining eligibility for special education. The error occurred during the process of data entry into the Student Information Management System (SIMS).

ARSD 24:05:27:08. Yearly review and revision of individual educational programs. Each school district shall initiate and conduct IEP team meetings to periodically review each child's individual educational program and, if appropriate, revise its provisions. An IEP team meeting must be held for this purpose at least once a year. The review shall be conducted to determine whether the annual goals for the student are being achieved. The individualized education program shall be revised, as appropriate, to address: any lack of expected progress toward the annual goals and in general curriculum; the results of any reevaluation conducted; information about the student provided to, or by, the parents; the student's anticipated needs; or other matters.

Through file review, the monitoring team concluded one student on the 2003 child count met the criteria of a child with a disability but the student did not have an active IEP in place on December 1, 2003.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district has an established procedure for collecting, maintaining and reporting current and accurate child count data.

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students reported on the child count will be students who are receiving special education or special education and related services on Dec. 1 of that school year.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The district special education teachers and speech therapist will submit a cover sheet of each student who is receiving special education or special education and related services to the special education director/SIMS coordinator by Dec. 1 of each year. What data will be given to SEP to verify this objective? The district will report the percent of students listed on the Dec. 1 child count that also have a cover sheet for the year.	December 1, 2005	Special education teacher, preschool special education teacher, speech therapist and special education director	Met 2/01/06	
Please explain the data (6 month) All cover sheets are being sent to the SEP office.				
Please explain the data (12 month)				

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Immediate Action:

ARSD 24:05:22:03. Certified child. A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

ARSD 24:05:25:04.03. Determination of eligibility. Upon completing the administration of tests and other evaluation materials as required by this chapter, the individual education program team and other individuals required by § 24:05:25:04.02 shall determine whether the student is a student with a disability, as defined in this article. The school district shall provide a copy of the evaluation report and the documentation of determination of eligibility to the parent. A student may not be determined to be a student with a disability if the determinant factor for that decision is lack of instruction in reading or math or limited English proficiency and if the student does not otherwise meet the eligibility criteria under chapter § 24:05:24.01.

Through file review, the monitoring team concluded one student on the 2003 child count was not child with a disability as defined by administrative rules. The IEP team used the standard error of measure when determining eligibility for one student as having a learning disability. This procedure can not be used in determining eligibility under the learning disability category. When determining eligibility for a student with a learning disability, the team must consider if there is a 1.5 standard deviation between the student's achievement scores and ability score. Only standard scores can be used to establish this discrepancy.

Through file review and interview, the monitoring team determined a student was determined as having a learning disability by the IEP team even though the team marked on the multidisciplinary team report/evaluation summary that the student was limited English proficient and there was lack of instruction.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure all students on the annual child count meet the eligibility criteria according to South Dakota guidelines

2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

Please complete a new sheet for each goal.)

The district's child count will reflect only those students who qualify for special education or special education and related services according to South Dakota guidelines.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? Following all procedural safeguards, the district will revisit the eligibility of these two students and make the necessary changes on the district child count report.</p> <p>What data will be given to SEP to verify this objective? The district will report the following information:</p> <ol style="list-style-type: none">1) The date of each meeting2) What data was used to determine eligibility for each student3) What disability category did the student qualify for, if any4) The positions of the team membership present at each meeting	May 20, 2005	Special education teacher and special education director	Met 2/01/06	
<p>Please explain the data (6 month)</p> <p>Student 1 had a meeting held on 5/12/05. Eligibility was determined to be specific learning disability. The student had an IQ of 99 and needed an academic score of 80 or below for eligibility. He scored 79 in writing on the DAB-3 and 80 on the Alphabet/Word knowledge. This qualifies him in basic reading skills and written expression. Attending the meeting was the special educator, parent, school psychologist, superintendent, and classroom teacher.</p> <p>Student 2 had a meeting held in May of 2005 and was dismissed from services, as the team determined the disability was the result of Limited English Proficiency and lack of instruction. Attending the meeting were the parent, special educator, superintendent, classroom teacher.</p> <p>Please explain the data (12 month)</p>				

Principle: 3 Appropriate Evaluation

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04.02. Determination of needed evaluation data. As part of an initial evaluation, if appropriate, the individual education program team required by § 24:05:27:01.01 and other individuals with knowledge and skills necessary to interpret evaluation data, determine whether the child has a disability, and determine whether the child needs special education and related services, as appropriate, shall review existing evaluation data on the child and input from the student's parents, shall identify what additional data is needed.

Through file review, the monitoring team determined the district does not consistently follow state guidelines during the evaluation process. In seven of the files reviewed there was no documentation of parent input into the evaluation process. In one file reviewed, the monitoring team could not locate the prior notice/permission to evaluate.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that the student's parents have input in determining what additional data is needed in the evaluation process.

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will include and document parental input in determining what evaluation data is needed to determine eligibility for special education services.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**6 month
progress**
Record date
objective is met

**12 month
progress**
Record date
objective is met

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<p>1. What will the district do to improve? When acquiring permission to evaluate a form will be sent to all parents for input into the evaluation. The form will be dated and if not returned it will be documented on the permission to evaluate that the team attempted to involve the parents in the process. What data will be given to SEP to verify this objective? All students being evaluated for initial or reevaluation will be checked by NESC to ensure parents had an opportunity to participate in the process. The number of files checked and the number containing documentation of parent input will be sent to the SEP.</p>	<p>May 2005 and Ongoing</p>	<p>Special Education Teacher and NESC</p>	<p>Met 2/01/06</p>	
<p>Please explain the data (6 month) Two students are in the process of evaluation and in the permission to evaluate contained parent input.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle: 3 Appropriate Evaluation</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) ARSD24:05:25:04. Evaluation procedures. School districts shall ensure, at a minimum, that evaluation procedures ensures the child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities and that the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.</p> <p>Through file review, the monitoring team concluded the district does not consistently conduct a comprehensive evaluation. For example, no ability evaluation was completed nor was the previous ability scores brought forth as part of the eligibility determination. In another file, consent was obtained to evaluate behavior concerns however, behavior was not evaluated.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures evaluations and reevaluations procedures meet minimum requirements.</p>

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2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Initial evaluations and reevaluations will be comprehensive and administered in all areas of suspected disability.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? All students being evaluated will have a comprehensive evaluation in all areas of suspected disability. This information will be listed on the prior notice for evaluation. What data will be given to SEP to verify this objective? NESC will check all initial and reevaluations and report the number that had comprehensive evaluations and were listed correctly on the prior notice to the SEP.	May 05 and ongoing	NESC and special education staff	Met 5/02/06	
Please explain the data (6 month) Two students are in the process of evaluation and the results are not ready as of yet. When they are completed the data will be sent to the SEP.				
Please explain the data (12 month) Three initial and reevaluations have been completed. They were all comprehensive and the prior notice listed all evaluations to be given.				

Principle: 4 Procedural Safeguards

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)
ARSD 24:05:30:04. Prior notice and parent consent. Written notice which meets the requirements of § 24:05:30:05 must be given to the parents five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services.

In three files the district evaluated areas (adaptive behavior, behavior, and autism rating scale) without parental consent. These areas were evaluated but were not listed on the prior notice/permission to test form.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
 The district ensures parents are fully informed of all information relevant to the activity for which consent is sought

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**
 Consent will be obtained for all evaluations given to students.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? All evaluations given to students will be listed on the prior notice for consent for evaluation. No evaluations will be completed without having a permission to evaluate from the parent. What data will be given to SEP to verify this objective? NESC will check all initial and reevaluations and report to the SEP the number of students evaluated and the number that had parental consent for all evaluations given.	May 05 and ongoing	NESC and special education staff	Met 2/01/06	

Please explain the data (6 month)
Two students are in the process of evaluation and parent consent has been acquired for the evaluations.
 Please explain the data (12 month)

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Principle: 5 Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include: A statement of the student's present levels of educational performance and how the student's disability affects the student's involvement and progress in the general curriculum.

Through file review of five student files, the present level of performance did not include how the disability affects the student's progress in the general curriculum.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

Please complete a new sheet for each goal.)

Present level of performance will include a statement of how the disability affects the student's progress in the general curriculum.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

1. What will the district do to improve?
 An in-service will be given the special education staff on present levels of performance and all the content required. Examples of how the disability affects the student's progress in the general curriculum will be addressed.
 What data will be given to SEP to verify this objective?
 NESC will check all IEPs and report the number checked and the number that contained all required content in the present levels of performance.

May 05 and ongoing

NESC and Special education staff

Met
2/01/06

Please explain the data (6 month)

Four IEPs have been completed since May of last year. 100% contained all required content in the present levels of performance.

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Please explain the data (12 month)

Principle: 5 Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:27:01.02. Development, review, and revision of individualized education program. In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student.

Through file review, the monitoring team determined that in two of five files parent input into the present level of performance was not documented.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content

2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

Please complete a new sheet for each goal.)

The district will document parent input into the IEP process in the present level of performance.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

1. What will the district do to improve?
 Parent input will be documented in all IEPs in the present levels of performance.
 What data will be given to SEP to verify this objective?
 NESC will check all IEPs and document the number having parent input in the present levels of performance.

May 05 and ongoing

NESC and special education staff

Met
2/01/06

Please explain the data (6 month)

Four IEPs have been completed and all had parent input into the present levels of performance.

Please explain the data (12 month)

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Principle: 5 Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:28:01. Least restrictive program to be provided. Children in need of special education or special education and related services shall be provided special programs and services to meet with individual needs which are coordinated with the regular educational program whenever appropriate. Removal from the regular educational classroom may occur only when the nature or severity of the child's needs is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Through file review, the monitoring team concluded the district does not consistently document why the IEP team determined the student's needs cannot be met at each continuum of placement prior to moving to a more restrictive setting. In four files the justification did not adequately address why the instruction could not occur in the regular classroom with modifications. For example, "Student is able to function well in the general education classroom when the work is modified to the student's level. The student does, however, need to be in a smaller setting with alternative materials for reading." Explains what will be provided but does not explain why the smaller setting is needed.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that the placement committee provides a written description of the options considered and the reason why the options were rejected for each placement alternative and then provide a written description of the reason why the team accepted the selected placement option.

3. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

The statement describing the justification for placement will describe why the student could not receive services in each of the options which the team rejected and then describe why the student's needs can be met in the placement option the team accepted.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

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1. What will the district do to improve? The special education staff will have an in-service on writing justification statements stating why the student's needs can not be met on the continuum. What data will be given to SEP to verify this objective? Date of the in-service and those attending will be sent to the SEP.	May 05 And ongoing	NESC and special education staff	Met Aug '05	
Please explain the data (6 month) An in-service was done in August of 05 with the special education teacher in attendance.				
Please explain the data (12 month)				
2. What will the district do to improve? All justification statements will use the accept reject format and state why the student's needs can be met in the placement option accepted by the team. What data will be given to SEP to verify this objective? NESC will check all justification statements and report the number using the correct format and statement of why the student's need can be met in the placement to the office SEP.	May 05 and ongoing	NESC and special education staff	Met 2/01/06	
Please explain the data (6 month) Four IEPs have been completed since the review and 100% had justification statements using the correct format and stating why the student's need could not be met without intervention.				
Please explain the data (12 month)				